



## THE CONTENT OF TEACHING FOREIGN LANGUAGES

Radjabova Dildora Karimberdiyevna

English Teacher

Uzbekistan state world languages university

### Annotation

This article considers the content of teaching foreign languages at the university. The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal of education is the social order of society in relation to the younger generation.

**Keywords:** learning content, learning goal, multidimensional education, methodology development, integrated approach.

The content of teaching foreign languages is understood as a category that pedagogically interprets the goal of teaching foreign languages. Since the goal is a multidimensional education, then the content cannot be one-component. Modern domestic researchers consider the content of education as a constantly developing category and distinguish it as a subject (including spheres and situations of communication; topics, texts; communicative goals and intentions; regional knowledge, linguistic and cultural knowledge; linguistic material) aspect, and a procedural (contains skills and skills of foreign language oral and written communication).

In particular, foreign language education throughout almost the entire twentieth century consisted of a high-quality mastery of the subject. Then there was a turn from grammar-translation methods to the problem of practical mastering of a foreign language. However, the very concept of "practical knowledge of a foreign language" was clarified and concretized depending on the level of development of the methodology and related objectives of teaching the subject was understood:

- mastering speech within a certain framework;
- the formation of skills and abilities to understand the thoughts of other people and express their thoughts (in oral and written forms);
- development of speech skills in all types of speech activity;
- learning to communicate on the FL in the unity of all its functions: cognitive, regulatory, value-orientational, etiquette. Such dynamics in the development of the interpretation of the goal of teaching a foreign language reflects the essence of the development of methodology as a science and related areas of scientific knowledge. There is no single point of view on the problem of goal-setting among methodists.





So, K.D. Ushinsky believed that the main goal should be acquaintance with literature, then mental gymnastics, and if possible, then practical language skills. The point of view of L.V. Scherba on the problem of learning goals for foreign languages is as follows: in order to build a methodology for teaching foreign languages, it is important to realize the practical tasks that life may pose to us in the field of knowledge of these languages, and the different types of this knowledge. These tasks include:

1. Ability to read correctly, if necessary, and understand with the help of a dictionary the titles of books, addresses on envelopes, parcels, the text of invoices, etc. This is necessary for certain categories of librarians, for communications workers, transport workers, for skilled workers in various industries.
2. Ability to express your desire and ask the simplest questions (possibly with minor inaccuracies), to understand the answers to such questions. Such a skill could be called a "tourist language" if the scope of its application was not actually much wider. When traveling abroad, this skill should be combined with the ability to read and navigate in all the inscriptions and, if possible, in newspaper headlines.
3. Ability to accurately understand any non-fiction text of any difficulty, leaving incomprehensible only unimportant words and only occasionally resorting to the help of a dictionary. This skill is necessary for scientists, engineers, students, all those who need to follow foreign literature in one area or another.
4. Ability to maintain a conversation on any topic, while making small mistakes, but the speech is quite understandable both from the point of view of phonetics and from the point of view of vocabulary and grammar. This skill is necessary for people who are forced to conduct more or less responsible conversations with foreigners. Such skill is sufficient only if the persons concerned are not obliged to speak in public.
5. The ability to competently write scientific and technical articles, business papers and letters may be necessary for the previous category of persons.
6. Ability to freely and subtly understand the most difficult texts, by the way, fiction, newspaper and all sorts of others. It is necessary for writers, critics, literary publicists, politicians and, above all, for teachers of foreign languages and translators.
7. Ability to write important documents, literary articles, etc. well essential for diplomats and press speakers.
8. The ability to speak freely and absolutely correctly, from the point of view of phonetics, is necessary for diplomatic workers and all public speakers.

This classification does not pretend to be the absolute accuracy of the typology





presented in it, however, in general, it shows with sufficient clarity that language knowledge can be very differentiated depending on practical needs. The main goal of learning FL at the threshold level is called the formation of communicative competence, i.e. here the authors no longer differentiate goals into general educational, practical, educational and developmental.

It is an integrated approach to the implementation of these goals that allowed them to single out several of its components: linguistic competence; sociolinguistic competence; sociocultural competence; strategic competence; discursive competence; social competence.

Linguistic competence means possession of knowledge about the language system, about the rules for the functioning of language units in speech and the ability, using this system, to understand other people's thoughts and express their own judgments in oral and written form. Sociolinguistic competence means knowing how to form and formulate thoughts using language, as well as the ability to use language in speech.

Sociocultural competence includes knowledge of the cultural characteristics of a native speaker, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a bearer of a different culture; the formation of socio-cultural competence presupposes the integration of the individual in the system of world and national culture.

Strategic or compensatory competence is considered to be competence, thanks to which a student can fill gaps in language knowledge, speech and social experience of communication in a foreign language environment.

Discursive competence includes the ability to build holistic, coherent and logical statements of different functional styles in oral and written speech based on the understanding of various types of texts in reading and listening; involves the choice of linguistic means depending on the type of utterance.

Social competence is manifested in the desire and ability to enter into communication with other people, in the ability to navigate in a communication situation and build a statement in accordance with the speaker's communicative intention and the situation. At the present stage, four aspects are distinguished in the methodology: educational practical aspect; educational aspect; educational aspect; developing aspect.

Educational practical aspect. Students master a foreign language as a means of communication and must be able to use it orally and in writing. We are talking about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as the three aspects of language





associated with them. - vocabulary, phonetics, grammar. The practical aspect involves mastering all forms of communication and all speech functions. The upbringing aspect of education involves the upbringing of morality in all its manifestations. The educational aspect includes the acquisition of knowledge about the culture of the country of the target language, including literature, music, architecture, painting, history, knowledge of the structure of the language, system, character, features, similarities and differences with the mother tongue, interference.

The developmental aspect provides awareness of the means of expressing thoughts, how people pronounce, what words are used to nominate objects, comparison and juxtaposition of the phenomena of native and foreign languages, the development of a sense of language, linguistic guess, memory in all its forms, logic (analysis, synthesis, comparison, inferences), the development of sensory perception, motivational sphere, the ability to communicate, such character traits as hard work, will, dedication, activity, the ability to learn.

After analyzing all of the above, we can draw the following conclusions:

- 1) communicative competence is leading and pivotal and underlies all other competencies.
- 2) the interpretation of goals generally accepted in domestic education should be concretized as follows:
  - practical and educational goals should be aimed at obtaining knowledge that creates the foundation for educational and real activities;
  - developmental goals must be correlated with the formation of inter subject or over subject skills and abilities, with the development of certain thinking abilities, without which it is impossible to effectively use the knowledge gained, taking into account the tasks and the specifics of the situation;
  - educational goals - the desired outcome or a set of competencies related to the readiness and ability to act and interact, taking into account the laws and norms of behavior adopted in society, the formed moral and value attitudes of the individual.
- 3) the effectiveness of the assimilation of knowledge largely depends on the degree of emotional and sensory impact on students.

So, all the components of the goal of teaching a foreign language are interconnected with each other and interdependent on each other. If the goal is a multidimensional education, then the content with the help of which this goal is achieved cannot but be multicomponent.

Modern domestic and foreign researchers consider it not as a static, but as a constantly developing category, which reflects both the subject aspect and the





procedural one. The first aspect relates, as a rule, to a variety of knowledge involved in the process of teaching a subject. The second aspect is the actual skills and abilities to use the acquired knowledge in order to carry out oral and / or written communication. These components (knowledge, skills and abilities) are most often found in different authors. At the same time, in the theory of teaching foreign languages, there is still no single point of view on the problem of the component composition of the content of teaching foreign languages.

### Reference

1. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020  
<http://summusjournals.uz/index.php/ijdiie>
2. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
3. E. N. Solovova Methods of teaching foreign languages: Basic course of lectures. M., 2002.
4. Shchukin A.N. Methods of teaching foreign languages: Course of lectures. M., 2002.

